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ABSTRACT

These guidelines for weeding library media collections are addressed to elementary and secondary school library media centers and to community college and vocational school library resource centers in Iowa. The publication includes some philosophy about weeding, and specific guidelines are summarized in bold-faced type for ease of use. The publication is designed to provide guidance for those who want weeding of all formats of materials (not just print materials) to become an integral part of their selection-acquisition-use-discard cycle. A summary of past departmental policy statements and planning procedures dealing with library collection weeding is followed by topical sections on: why, when, and how to weed, subjective and objective weeding criteria, weeding guidance for print and nonprint collections in schools and community colleges, and how to discard. A 20-item list of sources and flow-charts of steps in both the objective and subjective weeding processes are appended. (THC)

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WEEDING

THE LIBRARY MEDIA CENTER COLLECTIONS

BETTY JO BUCKINGHAM

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION

1984

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THE LIBRARY MEDIA CENTER COLLECTIONS

By
Betty Jo Buckingham

STATE OF IOWA
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1984

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Let no book remain on the shelves unless someone fights to keep it there. Let an undefended book be a condemned book. This must be the accepted philosophy of the . . . library. Gone must be the static conception of the library as a storage organ, and in its place we must conceive of the library as a dynamic circulatory system, a channel through which books pass on their way from the publisher to the incinerator.

G. Hardin, "Doctrine of Sufferance in the Library," *College and Research Libraries*, April 1947, Vol. 8: 120-124.

INTRODUCTION

This document is offered in response to numerous questions about weeding library media collections which come to the Iowa Department of Public Instruction. It is addressed especially to elementary and secondary school library media centers and to community college and vocational school library resource centers in Iowa. While the publication includes some philosophy about weeding, specific guidelines are summarized in bold-faced type as a short cut. The assistance of Dorcas Snyder, Department of Public Instruction Librarian, Mary Jo Bruett and the INFORMS service of the Department of Public Instruction, Kay Elliott, Human Services Department Librarian, Mary Lou McGrew of the Library Science Department of the University of Northern Iowa, and Lucille Lettow, Youth Librarian at the University of Northern Iowa in the preparation and editing of this document is gratefully acknowledged.

The professional literature on weeding libraries tends to be brief, superficial or designed for large university and technical libraries. It also tends to assume that only books, or at best print materials, need to be weeded. This publication is designed to provide a middle ground for those who want weeding of all formats of materials to become an integral part of their selection-acquisition-use-discard cycle.

I. Selection of Instructional Materials, A Model Policy and Rules, first issued by the Department in 1975 and revised in 1980, "the ongoing nature of selection, involving assignment of responsibility of selection and continued evaluation by school staff members. . ." is emphasized. Under "III Procedure for Selection," two statements relate to this "ongoing nature of selection":

1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection [emphasis added] and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.¹⁷

Both Plan for Progress in the Media Center, K-6, and Plan for Progress in the Media Center, 7-12, emphasize the continuous nature of selection and the multi-media nature of the collection:

A balanced, up-to-date collection of materials is essential to a media center even in its beginning stage. These materials should be carefully selected by a media professional working closely with teachers and consulting authoritative selection aids to determine the quality of the materials. The collection should be tailored to the needs of the pupils and the curriculum of each school. Constant evaluation of materials [emphasis added] by all users will result in a highly effective and qualitative collection.
10, 11

The clearest call for continuous evaluation and weeding as part of collection development to be sounded in the Department's publications came in Planning the School Library Media Center Budget, issued early in 1984. That document emphasized the responsibility of the library media specialist in proposing a budget adequate to maintain the collection:

The maintenance components [of the budget] should propose a realistic maintenance schedule. For example, a seven to ten year cycle for replacement of sixteen millimeter projectors and a five year cycle for encyclopedias has frequently been used in school library media programs. Generally, however, serious consideration has not been given to a maintenance cycle for materials beyond encyclopedias. This document illustrates a sample replacement formula for proposing funding for materials collection maintenance. Such a formula does not promote automatic discard of materials any more than equipment formulas have promoted such discard. It does, however, suggest that replacement of approximately a given percent of a collection each year would result in a more attractive, up-to-date and useful collection.²

Clearly the Department's position is that weeding is a valuable and integral part of the entire selection or collection development process. It is appropriate, therefore, for a document such as this to address the question of weeding specifically.

It must be remembered that discarding school materials is the ultimate responsibility of the superintendent who must determine that materials and equipment have no inherent value, not just for the library media program, but for the school. Specific assignment of this responsibility to the library media specialist would be helpful.

The selection policy and procedure statement, or a separate policy and procedure statement of the school district, should assign responsibility to discard library materials and equipment*, preferably to the librarian. A statement similar to the one given here should be adopted by the superintendent and board of education:

The library media specialist may remove from the library media center materials, equipment and furniture no longer of value to the library media program following general selection and weeding (collection development) guidelines. The materials and equipment* will then be reviewed by the librarian** to determine their possible intrinsic worth to other groups or individuals in the following priority order:

- 1) To another unit of the school. If deemed of value, items will be offered for examination and transfer by a stated time.
- 2) To other libraries supported by public funds. If deemed of value, items will be offered for sale by a stated time.
- 3) To the general public. If deemed of value to the public, items will be offered for sale at a stated time.

If items are determined to be of no value, or if no group or individual under points, 1, 2, or 3 above claims them, items may be discarded in keeping with general procedures for discard (e.g., removal to landfill).

* School systems might wish to add at least specialized library furniture.

** For the protection of the librarian some schools may prefer "by the librarian and the principal and/or department heads" or "by the librarian and the library committee." The general school system process may be used in offering furniture for sale to the public if it is included in the policy.

WHY WEED

John Cotton Dana's librarian who is "a trifle awed by a book, still more awed by a book which is in the library, and still more by a book in the library which a man once wished to see," would have seen no reason to weed.³ Martin Erlich, in an article in *Wilson Library Bulletin* in 1975, gave a list of 29 "Criteria for NOT discarding" and concluded, "With these guidelines, you will probably never discard a single book from your library." While Erlich no doubt wrote "tongue in cheek," that appears to have been and to be a prevalent attitude.⁴

In contrast Ezra Pound's *A B C's of Reading* emphasizes that "The weeder is supremely needed if the Garden of the Muses is to persist as a garden." The author recently spent some time rescuing a strawberry patch from weeds. There was at least twice as much green in the garden before the attack. But, if the weeds had been permitted to remain, the strawberries would have been much harder to find. Many would have gone to waste. Few people are interested enough to search among the weeds for the strawberries. The same thing is true of libraries. H. H. A. Bernt, writing "On Weeding," in *Library Journal* over four decades ago said:

Very few students come willingly to a library that is filled with ugly, tattered books even to find a few new ones they may have heard about. . . .³

That is still true today. If books and other library materials are used, they become worn. Whether or not they are used many become dated, perhaps misleading students because "truth" has changed since they were written or produced. Frequently the library media center becomes the burial ground for old text books and other items teachers no longer find useful. Customs and costumes change. The curriculum or the faculty changes and large parts of the collection fall into the seldom-used category. Librarians try to choose carefully, but none is so omniscient as to avoid picking a loser occasionally.

"Systematic weeding," wrote the authors of "Weeding the Small Library Collection," issued by the American Library Association in 1962, "is not an irresponsible disposal of public property, but a public service which is often the first, most needed act in increasing library use."²⁰

Responsible librarians must weed and must weed as part of the total selection and evaluation process:

1. To make space for more valuable items.
2. To provide a more appealing, more up-to-date collection.
3. To make the library easier for patrons and staff to use.
4. To maintain a reputation for providing reliable information.
5. To encourage patrons to handle materials carefully since they appear to have been so treated.
6. To remove the ILLUSION of a well-rounded, well-stocked collection.
7. To provide feedback on strengths and weaknesses of the collection.

WHEN TO WEED

When to weed can be considered from the view of time of day, time of year, frequency, or where weeding fits in the general plan. The "Introduction" already emphasized the need for evaluation and weeding to be part of the selection policy and part of the selection-acquisition-use-discard, or collection development, cycle. Segal's *Crew Manual* also states that weeding should be part of the selection policy and proposes a statement such as:

Materials which no longer meet the stated objectives of the library will be discarded according to accepted professional practices. . . Disposition of library materials will be at the discretion of the librarian subject to all relevant provisions. . .¹⁶

of the governing institution.

Standards published by the U.S. Department of Health, Education and Welfare two decades ago spoke of the need for weeding to be a continuous process. The *Recommended Standards for Junior College Libraries* called for "systematic and regular discarding" of obsolete materials. Both junior and senior high school standards emphasized keeping collections up-to-date by continuous weeding and replacement.¹⁸

Media Programs, District and School, published by the American Association of School Librarians and the Association for Educational Communication and Technology in 1975 states that "Continuous reassessment, both of the program priorities and the appropriateness of the collection insures an adequate response to changing programs and opportunities."⁸

The Prostanos, in their book on library management, emphasized that weeding begins with acquisition where one should refuse to keep an item just because it is free. The selection criteria of currency, authority and need should be applied to everything acquired whether purchased or free. They propose weeding as a continuing task pursued throughout the year at slack times, but recognize that weeding the whole collection may take more than one year.¹² Anitra Gordon proposes systematic weeding before a teacher begins a unit, and informal weeding when ordering and as time permits.⁵ ALA's publication on "Weeding the Small Library Collection" recommends continuous spot weeding as items are handled and periodic weeding of the whole collection. Small libraries might cover the whole collection at once on a two to three year cycle, larger libraries could do part of their collection each year completing one cycle in two to three years.²⁰

The *Crew Manual* suggests building weeding into the year's work cycle, establishing priorities and avoiding weeding a section during its peak use season.¹⁶

Several authors advocate combining inventory and weeding. This means items need to be handled only once and that the shelf list can be marked to indicate action taken, or cards can be pulled from shelf list at once if an immediate decision can be made. With the shelf list at hand, it is easier to determine

gaps and duplications. If part of the order is submitted after inventory, reordering is expedited. If the inventory is conducted at the end of the school year, old copies may not need to be retained since the new ones may be ready for shelving when the next term begins. This system perhaps works best when the librarian does not consult the faculty. Weeding during inventory may also be used as a supplement to the formal weeding process.

The most practical program for community college and school libraries would appear to be to establish a cycle, such as three years, weeding a part of the collection each year. This should be supplemented by incidental weeding related to selection and circulation. Combining the weeding and inventory processes may save steps.

HOW TO WEED

Most writers appear to agree that weeding, like selection is the responsibility of the librarian although the ultimate legal responsibility rests with the school administrator. Many still advocate a subjective approach but most would include objective triggering mechanisms. Some would turn away from the subjective approach all together. All would apply some criteria to this reverse selection.

Subjective weeding is based on the individual judgment of the library staff with or without assistance from the faculty. The faculty may be asked for an opinion on items about which the librarian or library media specialist is unsure. Some authors suggest having the faculty member(s) make a preliminary judgment which the librarian then checks. However, major changes in the faculty recommendations can lead to poor public relations unless the librarian makes the goals and guidelines very clear and non-threatening. Faculty members could be asked to explain their recommendations in a discussion with the librarian. They may need a "don't know" category in addition to the "retain" and "discard" categories.

Objective weeding involves setting a specific objective guideline such as the age of the item; how many times it has been used in a given period; or how recently it has been checked out. Essentially the librarian predicts that new items and/or recently checked out items will be checked out often in the future. Research appears to indicate that items not checked out in the past ten years are not likely to be used in the future. For curriculum related materials in a school or community college library media center the time may be much shorter than that. Even one year can give a clue on changes in direction of curriculum and consequent lack of use. According to research, the age of a item can also be useful in predicting frequency of check out, but it is less accurate than previous check outs in making such predictions.

SUBJECTIVE WEEDING

A number of writers give some subjective weeding criteria. Betsy Rush in "Weeding vs. Censorship," proposes subjective criteria for replacing "dated ephemeral material with current ephemeral material." She is specifically relating to weeding teen romances. While she defends the presence of the genre, she recommends using the general selection criteria to weed out the unpopular books, the books with dated dating patterns and social values, the books that present a sexist stereotype for heroines and heroes, keeping the "fluff" of today, not yesterday.¹³

Perhaps the best way to weed material which denigrates groups such as women and minorities is to exercise care in selection. The National Council of Teachers of English and Scott Foresman guidelines have been widely used to help in selection of library and text materials which are sex and race fair. Tools like these can also be used for weeding. Probably most weeding of such materials should occur as better replacement materials are available and as items would normally be considered for weeding.

SUBJECTIVE WEEDING CRITERIA

Except where some intellectual freedom proponents might feel it bordered on censorship instead of weeding, there appears to be general agreement on criteria to guide subjective weeding of print and nonprint materials, whether circulating or noncirculating:

1. Poor physical shape
 - a. Film or paper brittle
 - b. Colors faded
 - c. Paper yellowed or torn
 - d. Records or book covers scratched or warped
 - e. Bindings ragged
2. Poor format
 - a. Small print
 - b. Poor quality pictures
3. Poor content
 - a. Out of date, especially computers, science, medicine, health, technology, geography, travel, transportation
 - b. Trivial subject or approach
 - c. Mediocre writing
 - d. Inaccurate or false information
 - e. Repetitious series
 - f. Superseded editions
 - g. Not on standard lists
 - h. Not defended by subject specialist or teacher
 - i. Biased or sexist terminology or views
4. Inappropriate for the specific collection
 - a. Neither circulated nor used for reference
 - b. Unneeded duplicates
 - c. Unneeded titles in little-used subject areas. Retain a few basic titles
 - d. Interest or reading level inappropriate for clients
 - e. Change in curriculum and/or age group served
5. What not to weed (see also chart on Weeding Guidance)
 - a. Classics except when more attractive format is available
 - b. Local and Iowa history unless can replace with new copies
 - c. Annuals and other major publications of the school or community college
 - d. Materials such as public relations brochures, and bond advertising which could be considered archival, if no other unit of the institution maintains such files
 - e. Items incorrectly classified or poorly promoted which might circulate under changed circumstances

Proponents of subjective weeding suggest that librarians should know the collections, the clients, and the clients' need for and use of the collections. Obviously school and community college library media specialists

would also need to know the curriculum. Some even suggest reading in a subject area before weeding. More recommend involving the faculty either to do preliminary weeding, or to pass judgment on what the library staff has pulled.

OBJECTIVE WEEDING

An increasing number of writers are turning away from total dependence on subjective judgment for weeding. Stanley Slote feels that the assumption that librarians can make good judgments based on their knowledge of the clients, books in general, their collections and society's needs just is not so. Too few titles are reviewed or read. Too few potential users are actual users. According to Slote, research has centered on two objective criteria - age of item, and length of time the item has been on the shelves between uses or the number of uses in a given period of time. The findings indicate that the shelf time period between circulations is the more accurate for identifying the core collection of the volumes that have been used in the past and will probably be used in the future. Age (publication or production date) is somewhat predictive of the future but is biased by classics and other titles continuing in popularity.¹⁸

Slote, therefore, recommends the use of shelf time as an objective guideline for weeding the circulating collection. Because he deals basically with large research collections he suggests weeding the collection to the level that will provide 96% of the collection's former use. He recommends that the cutoff point, that is, the date of last circulation which determines whether an item will be retained or weeded, should in turn be determined on the basis of a sample of 400 and suggests a sampling of 500 to insure 400 usable items. The cutoff date might vary according to the subject or classification.

If the library or media center uses circulation cards which are dated for each circulation, these cards can be used both for the sample and to guide the weeding once the cutoff date is determined. The last 500 items checked out would be tabulated by the year of the last previous check out. The cut off year would be determined by the previously accepted percentage. As mentioned above Slote suggests 96% although he notes that different percentages might be employed for different areas of the collection. Schools and community colleges might find 100% more practical. According to Slote, if 96% of the items were last checked out in 1981 or later, 1980 would be the cut off date. All items dated 1980 or before would be weeded.¹⁸

Schools and community colleges using appropriate computer circulation systems could use the system to determine the cut off point.

While Schwarz¹⁵, Perkins⁹, and Ash¹ discuss use of a circulation cut off date, Slote is the only one to give detailed directions for several methods. Slote's book may be of assistance if more detail is needed.

Stephen Turner's article in the March 1980 *College and Research Libraries* is one of the clearer explanations of Richard Trueswell's weeding technique. Trueswell's method uses shelf time as do Slote's and others. However, it uses a comparison of two curves, one based on a sample of items in circulation, the other on a sample of items in the stacks. Comparison of these two curves at the 96% level (the circulation date at which 96% of the check outs are

accounted for) for the ones in circulation, for example, might show that all of the books in the collection checked out on or after that date comprise 65% of the collection. In other words, the weeder could pull 35% of the collection with a potential 4% decrease in circulation. Research seems to show an actual increase in circulation when this or similar techniques are used. Trueswell's method represents little additional help from Slote's somewhat simpler method. It may provide valuable information to support the need for weeding, however.¹⁹

Schwarz suggests sorting samples from circulation and from the shelves into six month periods. The tabulation might show, for instance, that 62% of the items in circulation had previously been circulated within six months while 20% more of the items on the shelves had been circulated within twelve months. This is similar to the Trueswell method.¹⁵

Despite the advocacy of some researchers of the use of shelf time as the only criterion for weeding, Turner appeared to capture the consensus when he wrote:

Statistical techniques are meant to be filtering systems, which, in this case, funnel a set of books to the attention of more qualified and sensitive personnel.¹⁹

Such filtering can be done by library clerks, volunteers or students, freeing library media professionals for other responsibilities. Filtering for noncirculating materials such as reference books, and for circulating materials for which no record is kept such as periodicals and audiovisual items, may have to depend on date of publication or production.

The American Library Association had traditionally dealt with percentages in a different way, suggesting that 5% of the collection be weeded in any given year.²⁰ The Department's publication on budgeting for school library media centers also suggests the use of a percentage based on the age of the collection as a stimulus to weeding and development of the print and nonprint collections. Five, 7.5 and 10% weeding cycles are suggested for hardback books, 50% for paperbacks, 20% for professional books and encyclopedias and 7.5% for filmstrips and recordings.²

OBJECTIVE WEEDING CRITERIA

If a school library media center or community college library resource center chooses to use an objective method for weeding, the following three phase procedure much of which could be done by aides or volunteers might be helpful:

PHASE ONE: Identify cutoff circulation date (This system is based on how much time items spend on the shelves between circulations).

1. Use the amount of shelf time since the last circulation for items which are in the circulating collection, as opposed to reference or other noncirculating materials, as the primary criterion for a preliminary sort.

2. Use a sample of 500 from current circulation. An alternative might be to use samples from circulation and from the stacks and average or combine them.
3. Establish an overall percentage such as 96% or 100% of items in the sample. A useful alternative would be to establish different percentages or different cutoff dates for different subject areas and for paperbacks.
4. Use the publications or purchase date for items which have not circulated.
5. Prepare a recording chart with columns for a) the year, b) hash or tally marks for the last check out period, c) the total number of items for the check out period, d) the percent and e) the cumulative percent. If different percentages or cutoff years are to be used for sections of the collection, separate charts or more complex charts will be needed.
6. Examine each card in turn until 500 cards from the check out files are examined. For small systems this may require several days.
7. Check to see that previous due date is recorded. If it is not, use latest legible date. If there is no legible date, estimate based on students' names or use publication or production or purchase date (The latter two dates would require checking the shelf list).
8. Place a hash mark in the checkout count column on the line for the appropriate year.
9. When all items have been entered, count the hash marks for each check out period (or year) and enter on the line for the appropriate check out period in the total column. Total the total column.
10. Figure the percentage for each line in the total column.
11. Figure and enter the cumulative percent.
12. Determine the cutoff percentage (for example, 96%) by using the cumulative percent column. The cutoff percent should be adapted to fit the library's need. If the sample uses only currently circulating items, 100% might be chosen unless the shelves are crowded.

PHASE TWO: Initial Weeding

1. Do initial weeding of material on shelves based on the selected cutoff date. For example, if 96% of those items circulating were checked out previously during or since the 1979-80 school year, all items last checked out before the 1979-80 school year would be pulled for possible weeding. Retain newer items not yet checked out according to a previously established publication date, e.g. five years.
2. Determine portion of collection to be weeded each year and portion to be weeded each weeding session.

3. Following steps similar to Phase One, examine date of last check out of each item.
4. Place items dated before cutoff on truck. Return others to shelf.

PHASE THREE: Final Weeding

1. Ask teachers to examine materials in their areas, flagging items to retain.
2. Evaluate remaining items using indexes, age tables and other criteria, flagging items to retain. This evaluation should be done by professional staff.
3. Check and correct physical condition of items to be retained.
4. Return unflagged items to shelves.
5. Pull catalog and shelf list cards of items to be weeded.
6. Discard items according to institutional policy (See also section on "How to Discard").

The flow charts in the appendix give a more detailed guide to a weeding process.

Segal¹⁶, Weeding the Small Library Collection²⁰ and several other publications offer tables or specific advice for weeding categories of materials. Most of these are a mix of subjective and objective guidelines. While in the final analysis the decision is individual, the following table, typical of those offered may help in the development of a local table to guide an initial sort.

**WEEDING GUIDANCE
FOR PRINT AND NONPRINT COLLECTIONS
IN SCHOOLS AND COMMUNITY COLLEGES**

Class	Subject/Format	Age	Last Circ.	Inaccurate Worn Superseded Fluff Inappropriate	Comments
000	General	5	NA	X	
	Computers	2-5	2	X	
020	Library Sci.	10	3-5	X	
030	Encyclopedia	5-10	NA	X	Stagger junior and senior level

100	Philos/psychol.	10	3-5	X	
200	Religion	5-10	3-5	X	Retain basic; weed or do not accept propaganda
290	Mythology	10-15	5	X	
300	Social Sci.	10-15	5	X	Retain balance on controversial
310	Almanacs; yrbks	2-5	NA	X	Have latest; may store back issues for class use
320	Political sci.	5-10	3-5	X	Emphasize recency
340	Law	10		X	
350	Government	5-10	3-5	X	
360	Welfare	10	5	X	
370	Education	5	3	X	
380	Commerce	10	5	X	
390	Etiquette	5	3	X	
	Customs/ folklore	10-15	5	X	Retain basic
400	Language	10	3-5	X	Discard texts; retain basic
	Dictionaries	NA	NA	X	Retain 2nd International
500	General	5	3	X	Retain classics such as Darwin
510	Math	10	3-5	X	
570	Biology/Nat. Hist.	10	3-5	X	
580	Botany	10	3-5	X	
600	General	5	3	X	
610	Anatomy/ physiology	NA	5	X	
	Other 610	5-10	3-5	X	

620	Applied sci. mech.	5-10	3-5	X	Retain car manuals
630	Agriculture	5-10	3-5	X	
640	Homemaking	5	3	X	Retain cookbooks
650	Business	10	5	X	
660	Chemistry/food	5-10	3-5	X	
690	Manufacturing	10	3-5	X	Retain material on old clocks, guns, toys
700	General	NA	NA	X	Keep all basic, especially art history
745	Crafts	NA	5	X	Keep well-illus.
770	Photography	5	3	X	Avoid dated tech- niques; equip.
800	Literature	NA	NA	X	Keep basic, esp. criticism; discard minor, unassigned writers; check in- dexes before disc.
900	General	15	5	X	Demand; accuracy; fairness
910	Travel/Geog.	5-10	3-5	X	Retain expensive
920	Biography	NA	3-5	X	
F	Fiction/Easy	NA	2-5	X	Keep high demand; literary merit; good, non-topical; well-written; well-illus.
VF	Vertical File; Vocational File	2-5	2	X	Date to assist weeding
	College Cats.	2	NA	NA	
	Periodicals	5	NA	NA	Discard nonindexed
	Local History	NA	NA	NA	

HOW TO DISCARD

The question of how to be rid of items once the decision has been made to discard is a ticklish one. Unfortunately there do not seem to be a number of second-hand merchandise and scrap dealers anxious to relieve schools and libraries of their old text books, and library materials. Among the methods which have been tried are the following:

1. Bag and tag for destruction.
2. Put a few in each waste basket every day.
3. Take them to the dump.
4. Take them to another community's dump.
5. Tear or break them up and put them in a waste basket.
6. Offer them to a charity book sale - many such groups now sell magazines, records, etc., as well as books.
7. Have a white elephant sale.
8. Offer other libraries in community an opportunity to select anything they can use.
9. Box and send to the superintendent.
10. Store them until they are forgotten.

Which ever method or methods are used, there are some general points to keep in mind:

1. The method(s) selected should be in harmony with school policy.
2. The school district selection policy should specifically assign responsibility for discard of library materials and equipment to library media specialist including responsibility to determine intrinsic worth.
3. The school district should have established depreciation tables for library materials and equipment. Such tables also help justify discard of materials and equipment purchased with federal funds.
4. All items not destroyed should have all identifying marks removed and/or be clearly marked as discarded.
5. Library materials in classrooms need to be weeded too. The classroom should not become a dump. If older items such as sets of encyclopedias are placed in classrooms, they should be discarded at a specified time such as ten years.
6. If major weeding is to be done, the school and community should be prepared, and advised that regular weeding in the future will be at a more sedate pace.

SOURCES

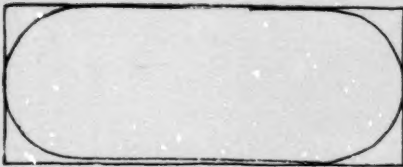
NOTE: Department publications are available in paper or microfiche format from the Department. Other items with ED numbers are also available from the Department in microfiche format.

1. Ash, Lee, "Consulting in Collection Development," *Library Trends*, Winter 1980, pp. 473-483.
2. Buckingham, Betty Jo, *Planning the School Library Media Center Budget*, Iowa Department of Public Instruction, 1984, 12pp.
3. Buckingham, Betty Jo, "Weeding in a Small High School Library," n.d., 12 pp.
4. Erlich, Martin, "Pruning the Groves of Libraro, a Look at the Discard Dilemma," *Wilson Library Bulletin*, September 1975, pp. 55-58.
5. Gordon, Anita, "Weeding: Keeping Up with the Information Explosion," *School Library Journal*, September 1983, pp. 45-46.
6. "Maintaining a Quality Media Collection Through Systematic Weeding," Division of Educational Media, State Department of Public Instruction, Raleigh, NC, 1970, 3 pp.
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11. *Plan for Progress in the Media Center, 7-12*, Iowa Department of Public Instruction, 1980, 31pp. ED 181 813.
12. Prostano, Emanuel T. and Joyce S. Prostano, *The School Library Media Center*, 3rd ed., Libraries Unlimited, 1982, 200pp.
13. Rush, Betsy, "Weeding vs. Censorship: Treading a Fine Line," *School Library Journal*, November 1974, pp. 42-43.
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15. Schwarz, Philip and Linda Olson, "Examination of Potential Management Decisions Based Upon a Core Collection Derived from Last Circulation Date Data," University of Wisconsin Stout, November 1981, 53pp. ED 214 496.

16. Segall, Joseph P., *The Crew Manual, a Unified System of Weeding, Inventory and Collection-Building for Small and Medium-Sized Public Libraries*, Texas State Library, 1976, 25pp. Reprinted by State Library Commission of Iowa, 1977.
17. *Selection of Instructional Materials, A Model Policy and Rules*, Iowa Department of Public Instruction, 1980, 18pp. ED 192 769.
18. Slote, Stanley J., *Weeding Library Collections - II, Libraries Unlimited*, 1982, 198pp.
19. Turner, Stephen J., "Trueswell's Weeding Technique: The Facts," *College and Research Libraries*, March 1980, pp. 134-138.
20. *Weeding the Small Library Collection," Small Libraries Project*, American Library Association, 1962, 12pp.

APPENDICES

Threeé flow charts and an example of a completed circulation count chart are included as a supplement to the written descriptions. The following code is used in the flow charts.



First step in routine
or subroutine



Task



Decision



Temporary
Stop - Another subroutine
or logical step such as
reshelving or mending follows

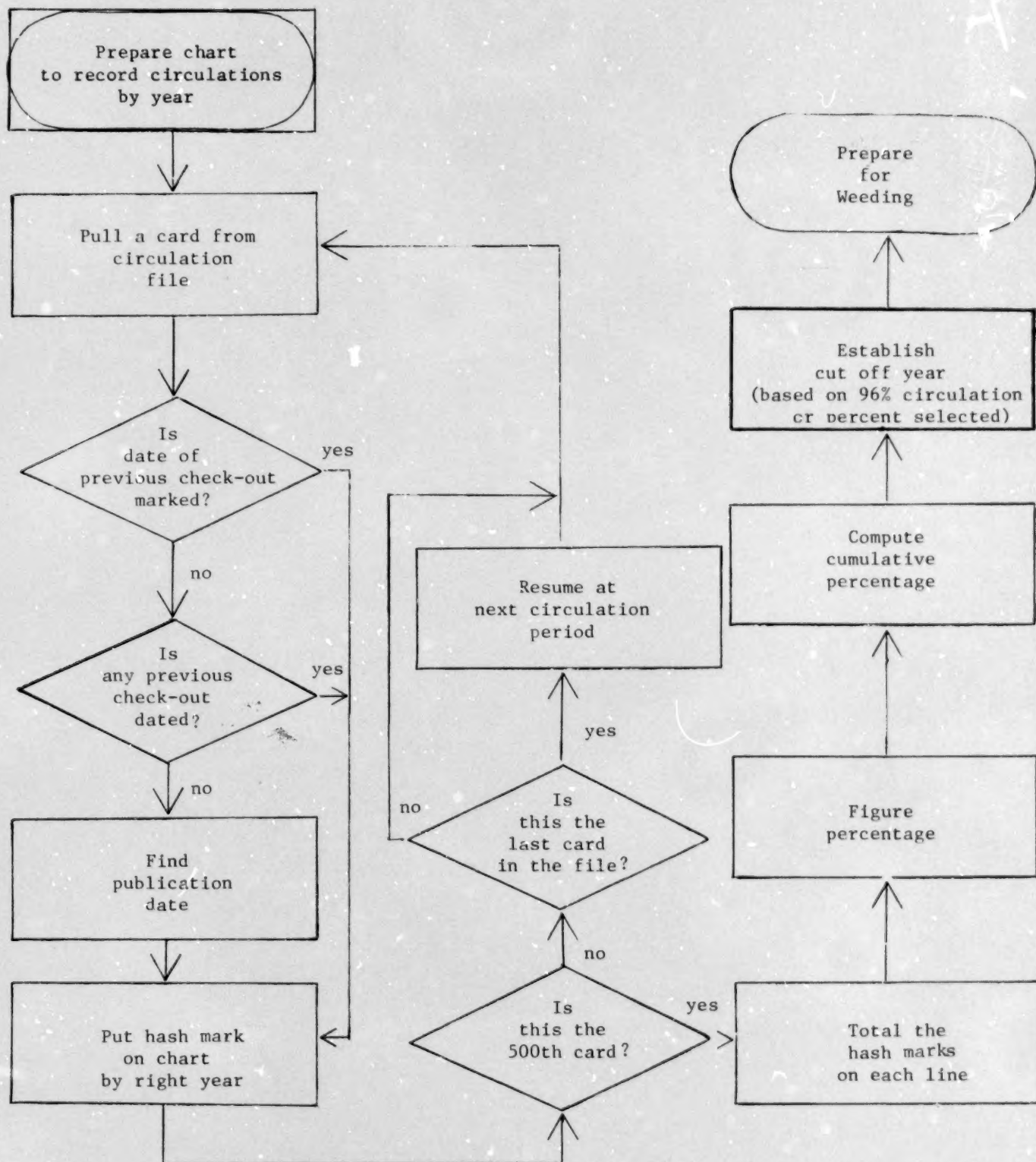


Professional Task



Professional Decision

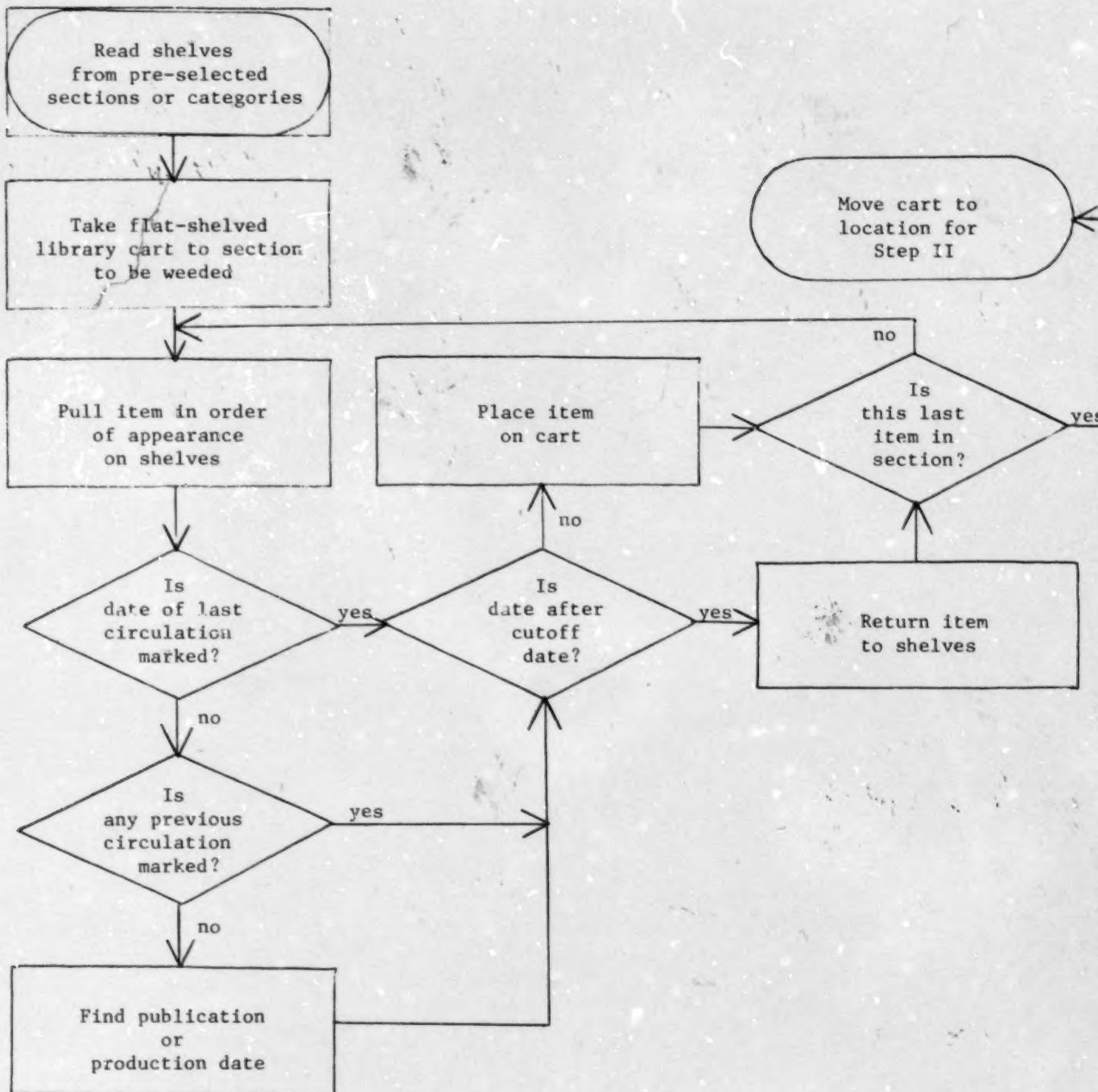
SAMPLE TO DETERMINE OBJECTIVE WEEDING
GUIDELINES



CIRCULATION COUNT CHART

Date	Count of Items with Last Previous Due Date in this Time Period (Leave space according to estimated number of hash marks)	Total Items in Time Period	Percentage of Total	Cumulative Percent of Total (Use 96% as Cutoff)
1983-84		250	50.0%	50.0%
1982-83		125	25.0%	75.0%
1981-82		100	20.0%	95.0%
1980-81		10	2.0%	97.0% *
1979-80		5	1.0%	98.0%
1978-79		0		
1977-78		0		
1976-77		3	.6%	98.6%
1975-76		1	.2%	98.8%
1974-75		1	.2%	99.0%
All previous		5	1.0%	100.0%
TOTAL		500	100.0%	

FLOW CHART OF WEEDING PROCESS, STEP I
PRELIMINARY OBJECTIVE SORT



FLOW CHART OF WEEDING PROCESS, STEP II
SUBJECTIVE EVALUATION

